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ABSTRACT

This report of the Malcolm X College Tech Prep program begins with a one-page overview of the first 4 months of funding. It describes establishment of advisory and program planning committees to plan and develop a curriculum to offer dual high school/college credit, enrollment of students from two high schools, and assessment testing of students. Appendix A contains two quarterly reports on planning of the Health Occupations Tech Prep program. Appendix B lists Advisory Committee members and contains meeting minutes. Appendix C provides minutes of the program planning committee meeting that cover coordinator responsibilities, tentative timetable, curriculum development, and fund raising. Reports on the dual high school/college course curricula and hospital practicum are found in Appendix D. In this appendix are found the following: approved courses and recommended semester offerings; make recommendations for the biology component; and provide the syllabi for secondary English III (British literature) and college English 101 (composition), chemistry 100/121, math 110, and introductory/general psychology 201 and outline of the hospital practicum. Appendix E consists of reports of the DuSable High School Project that list requirements for the medical technician preparation program and tasks to be accomplished, describe the program and courses, and outline core curricula. Appendix F contains articulation agreements between Malcolm X College and the high schools. (YLB)

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FY 92 REPORT
TECH PREP PROGRAM
MALCOLM X COLLEGE
Julian High School – DuSable High School
Roseland Community Hospital
June 30, 1992

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The Malcolm X College Tech Prep Program was officially implemented during March 1992 when the college received formal notice of being funded. In the brief period of four months, the program had established an Advisory Committee and a Program Planning Committee to plan and develop the unique curriculum that is required to offer dual high school/college credit for the program.

As a result of our joint recruitment efforts, Percy Julian High School had identified 30 sophomore students who were interested in the program. DuSable High School had 90 students come to the Malcolm X College Academic Support Center for Assessment Testing. The primary process for selecting students for this program was based on motivation to participate in the health careers program.

In a period of four short months, the first phase of the program has begun with an enrollment of 21 high school students; 19 from Percy Julian High School and two from DuSable High School. A minimum of 30 students were expected from each high school; however, due to lack of funding sources for student stipends, the students who elected not to continue in the program, did so because they had to take summer jobs to help subsidize their family's income and to earn money for the next school year.

We have been using the services of one of our Advisory Board Members, Mr. John H. Rosenheim, Chairman of KSAP Corp of Northbrook, IL, to assist the program in obtaining private donations. We also contacted the Mayor's Office for Employment and Training for summer stipends, but we were not successful due to the short period of time that we had for raising the funds. One of our major priorities for the FY 93 project period is to get an early start in our fundraising activities so that ample funds will be available to provide stipends for the 1993 Summer Term and to assist in off-setting the students' tuition and fees for the college credit courses.

DuSable High School had decided to run their project with a more traditional college preparatory curriculum with the intent to enable their students to be academically prepared to enter a variety of health occupations programs at the college level. We are planning to offer the Emergency Medical Technician Program to their senior students during the Spring 1993 semester to prepare them for their application to the more advanced Paramedic Program.

We will continue to work with DuSable and Percy Julian High Schools during the second year of the project and we will plan to bring a third high school (Benito Juarez High School) into the project.

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APPENDIX

Attachment:

A – Tech Prep Program Quarterly Reports

B – Advisory Committee Membership and Minutes to the Advisory Committee Meetings

C – Minutes to the Program Planning Committee Meetings

D – Reports on the dual high school/college course curricula and the Hospital Practicum

E – Reports of the DuSable High School Project

F – Articulation Agreements between Malcolm X College and the High Schools

ATTACHMENT A

MALCOLM X COLLEGE

OFFICE OF THE TECH PREP PROGRAM

RECEIVED JUN 23 1992

MEMORANDUM

TO: DR. RICHARD TWOREK, Tech Prep Director

FROM: DR. VERNITA IRVIN, Tech Prep Coordinator

DATE: JUNE 24, 1992

RE: **TECH PREP REPORT** (QUARTERLY)

During the planning period, the following were accomplished:

1. Creation of the planning, advisory and curriculum committees
2. Identification of each coordinators' responsibilities
3. Development of the curriculum with a timetable for implementation
4. Selection and testing of students
5. Creation of a fundraising plan
6. Submission of a proposed budget for 1992-'93

Since March, 1992 Malcolm X College has assisted DuSable High School in the development of a Medical Tech program. After several meetings, it was concluded that their students would not be involved in a Summer, 1992 academic program. However, the high school curriculum has been submitted to the advisory committee for review.

Memorandum
Dr. Tworek
Re: Tech Prep Report

Recommendations:

1. Maintain a Julian High School coordinator for the Summer term to:
   A. Monitor the students
   B. Schedule and attend hospital tours
   C. Secure bus transportation for tours

2. Acquire additional funds for student stipends during the Summer term and for tuition during the regular semester

3. Pre-register students at Julian for the Summer program

4. Include Julian students in the City of Chicago Summer Youth program

5. Contact Juarez High School regarding their inclusion in the Tech Prep program

VI:cg

malcolm x college

1900 WEST
VAN BUREN STREET
CHICAGO, ILLINOIS 60612
PHONE: 942-3000

OFFICE OF HEALTH SCIENCES AND PROFESSIONAL SERVICES

M E M O R A N D U M

TO: Sharon J. Wheeler
Tech Prep Project Director

FROM: Dr. Richard K. Tworek RTworek

RE: Tech Prep Quarterly Report (March 25, 1992)

DATE: March 25, 1992

The Malcolm X College Health Occupations Tech Prep Project is finally underway. We have hired a part-time clerical staff person, Ms. Sarah Fullilove, and have identified the coordinators representing the college, the high school and the hospital (Dr. Vernita Irvin is the Project Coordinator for the College, for Julian Percy High School, the coordinators are Paul D. Holmes, Sandra Saddler and Phyllis Goodson, and for Roseland Community Hospital, the co-coordinators are Mary Walker, Nella Jenkins and Gloria Harden). We have already had two major planning meetings (minutes to meetings are enclosed) and the first Advisory Board meeting is scheduled for March 30th. Enclosed is also a copy of the members of the Advisory Board.

The high school has identified 30 sophomore students who are interested in participating in the Tech Prep Project and they were bussed to the Malcolm X College Academic Support Center on Saturday, March 21st for diagnostic testing in their reading and computation skills. The purpose of the diagnostic tests are to place them into the Pre-college Institute for the Summer 1992 session to help the students develop the essential skill levels required to participate in college-level course work.

We have also integrated the DuSable High School Tech Prep Project into the Malcolm X College Academic Support Center, and they have identified 90 students who will be going through the diagnostic testing service. Most recently, Juarez High School has also been in contact with our Tech Prep Coordinator to participate in our project.

We have also had a consultant to work with the diagnostic testing process to establish a method for quickly evaluating and placing prospective Medical Lab Tech students into a personalized corrective reading program. The Consultant responsible for

facilitating the interactions of the Tech Prep Project with the Academic Support Center diagnostic program is Dr. Phyllis Maddox of the University of Oregon.

Attached, please refer to Minutes of our Planning Meetings and other resource materials on our project to date.

Enclosure: Attachments

cc: Vernita Irvin
Valerie Perkins

Enclosure: Attachments

TECH PREP ADVISORY COMMITTEE

1. Byron Walker
   12316 S. La Salle
   Chicago, IL 60628

2. Ms Vinnie M. Hall, Director
   Inclusive School — W 535-7265
   Chicago Public School
   1819 West Pershing 6(C)
   Chicago, IL 60609

3. Karen Guberman
   Tech Prep Coordinator
   Du Sable High School — W 924-0926
   4934 S. Wabash
   Chicago, IL 60615

4. Marsha J. Phelps
   Tech Prep Coordinator
   Connections Project
   Illinois State Board of Education
   Suite 14-300 — W 814-2708
   100 W. Randolph Street
   Chicago, IL 60601-3405

5. Wayne Osborne
   10806 S. Prairie
   Chicago, IL 60628

6. Roseann Johnson
   Julian High School
   10330 S. Elizabeth
   Chicago, IL 60643

7. Ann Swilley
   Assistant Principal
   Julian High School — W 535-5185
   10330 S. Elizabeth
   Chicago, IL 60628

8. Faye Hudson
   Vice President
   Marketing and Community Relations
   Roseland Community Hospital — W 995-3013
   45 W. 111th. St.
   Chicago, IL 60628

9. Rita Rivers
   Malcolm X College — W 738-5823
   Room 0581 — Ext 221

TECH PREP ADVISORY COMMITTEE

10. Edward Pryor
Urban Health Program
University of Illinois — W 996-2084
College of Associate Health Programs
1919 W. Taylor
Chicago, IL 60612

11. Jacqueline Parochka, ED. D.
Clinical Laboratory Science — W 714-8880
8410 W. Bryn Mawr, Suite 670
Fax: 714-8886
Chicago, IL 60631

12. Dolores Chestnut, MT(ASCP)
Medical Laboratory Technicians Program
Durand Bldg. Suite 614
637 S. Woods
Chicago, IL 60612

13. Pearlie Anderson, M(ASCP)
Cook County Hospital
Fantus Clinic
621 S. Winchester
Chicago, IL 60612

14. James Bova, Director
Diagnostic & Therapeutic Radiology Services
Rush Presbyterian St. Lukes Medical Center
1653 West Congress Parkway
Chicago, IL 60612

15. Kevin Scanlan
Metropolitan Chicago Health Care Council — W 906-6049
222 S. Riverside Plaza
Chicago, IL 60606

16. Sharon Wheeler
Executive Director
Partnership Programs Productive Chicago
City Colleges of Chicago — W 885-8082
226 W. Jackson
Chicago, IL 60606

17. Joan Kruger
Cahmps Program IIT — W 567-3092
3200 S. Wabash
Commons Building
Chicago, IL 60612

TECH PREP ADVISORY COMMITTEE

18. Nella Jenkins
Roseland Community Hospital — W 995-3156
45 W. 111th. Street
Chicago, IL 60628

19. John Rosenheim
KSAP — W 708-498-9700
255 Revere Dr.
Northbrook, IL 60062-1589

20. Shirley J. Mecklin
Manager, Tech Prep
Chicago Public Schools — W 535-8860
1819 W. Pershing 6(C) — Ext. 23
Chicago, IL 60609

21. Jenny M. Aquirre
Health Careers Specialist
Metropolitan Chicago Healthcare Council — W 906-6049
222 S. Riverside Plaza
Chicago, IL 60606

23. Pam Lattimore
Malcolm X College — W 783-5823
Room 1308 — Ext.347

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Malcolm X College

1900 West
Van Buren Street
Chicago, Illinois 60612
Phone: 942-3000, Ext. 458

Tech Prep Program

Minutes of the
Advisory Committee Meeting
March 30, 1992

Attendees:

Jenny Aquirre
Karen Guberman
Cleophera Huffman
Nella Jenkins
Joan Kruger
Marsha Phelps
Rita Rivers
Dr. Richard Tworek
James Bova
Paul Holmes
Vernita Irvin
Roseann Johnson
Pam Lattimore
Edward Pryor
Sandra Saddler

Consultants:

Joe Layng
Prentice Jackson

Zerrie Campbell, Interim President of Malcolm X College, welcomed and thanked the members for agreeing to serve.

Richard Tworek, Tech Prep Project Director, delivered an overview of the pilot project. He informed the committee of their function and requested their initial support in curriculum development and in the securing of scholarship money for student stipends.

Vernita Irvin, Tech Prep Project Coordinator, reviewed the packet of information received by the members, which included the organizational chart, purpose of the committee, timetable and objectives.

On Saturday, March 21, 1992, 36 Julian High School students were assessed by the Academic Support Center Staff. Joe Layng, Director of the center, reported that all 36 students have the potential to succeed and that 23 scored within limits to take college courses. In addition, of the 36 students assessed, 5 students could enter the Medical Lab Technician program now.

Mr. Layng and his staff will develop an individual prescription for the students. The Pre-College Institute emphasis will consist of:

A. Basic Skills
B. Math (Some students will examine whole numbers, division, fractions, ratios and decimals.)
C. Reading Comprehension/Rate
D. Note - taking skills
E. Recall Skills
F. Thinking/Study Skills

Cleothera Huffman, Medical Lab Technician Program Director informed the group that the program has been in existence since 1970, with approximately 600 graduates. The program offers both a day and weekend/evening schedule, with an entry - level salary of approximately $21,000 per year.

Mary Walker, Roseland Community Hospital Tech Prep Coordinator, explained the hospital's commitment to community services and the focus of the Medical Explorers program.

Paul Holmes, Julian High School Tech Prep Coordinator, described the student body and the importance of this project to his school. He stated that between 20 - 25 students will participate in the Summer term.

James Bova, Director of Diagnostic and Therapeutic Radiology Services, at Rush Presbyterian St. Lukes Medical Center, has agreed to serve as chairperson of the Finance Committee. He recommended that we tap the vendors that supply the hospitals, in an effort to assist students in receiving minimum wage stipends for the Summer. Mr. Bova also suggested that we invite vendors to serve on the committee.

The parent orientation meeting will be held:

DATE: Saturday, April 4, 1992
TIME: 9:00 A.M.
PLACE: Julian High School campus.

The Summer term will begin on June 22, 1992 and end on July 31, 1992.

Tentative Schedule:

M - Th 9:00 A.M. - 10:30 A.M. Class
10:45 A.M. - 12:00 Noon - Academic Support Center
12:45 P.M. - 3:00 P.M. - Academic Support Center

The next meeting will be held:

DATE: Friday, April 24, 1992
TIME: 10:00 A.M.
PLACE: Julian High School in the Library Conference room 2nd. floor.

The faculty members who will be involved in the development of the curriculum needs to be in attendance. The specifics of the curriculum will be addressed.

cc: Zerrie Campbell, Interim President
of Malcolm X College

MALCOLM X COLLEGE

1900 WEST
VAN BUREN STREET
CHICAGO, ILLINOIS 60612
PHONE: 942-3000, EXT. 458

TECH PREP PROGRAM

Minutes of the
Advisory Committee Meeting
June 24, 1992

Attendees:

Jenny Aquirre
Dolores Chestnut
Cleothera Huffman
Joan Krueger
Edward Pryor
Dr. Richard Tworek
Pearlie Anderson
Karen Guberman
Vernita Irvin
Marsha Phelps
Mary Walker

The minutes of the first Advisory Committee meeting were approved.

Status Report

Dr. Richard Tworek reported that:

A. The 1992 - 93 budget had been submitted.

B. There is a critical need to secure funding for student stipends and tuition.

C. Nineteen Julian and two DuSable students are participating in the Summer, 1992 term. Thirty students could have enrolled if stipends had been available.

D. Supplies, educational materials and textbooks are being ordered from the planning grant funds.

E. The grant providers are being asked if the planning funds can be used for tuition payment.

F. Students will participate in the City of Chicago Summer Youth Program in the Summer, 1993

There was a lengthy discussion about potential fundraising activities. It was recommended that we continue working with John Rosenheim to secure corporation funds. In addition, Ms. Mary Walker, of Roseland Community Hospital has submitted a list of Black pharmaceutical agents who are interested in supporting the program. They will be contacted regarding their support.

Curriculum Report

The Tech Prep Coordinator addressed the curriculum information developed by the faculty from Julian High and Malcolm X College. The committee was requested to review and make recommendations. (attached is a copy of the Curriculum Report.)

The Summer, 1992 term began on June 22, 1992 and will end on July 31, 1992. The Rehabilitation Institute, Cook County Hospital and Rush Presbyterian St. Luke's Medical Center are a few of the tours scheduled.

Mr. Edward Pryor, suggested that we could possibly utilize the University of Illincis for the students Summer, 1993 activities. He will report to us at a later date about the opportunity. Mr. Pryor and Ms. Krueger both stated that they will contact recent graduates from Illinois Institute of Technology and the University of Illinois to determine if they would be willing to address the students, discussing their school days, present activities and methods for success.

Adjournment: 11:05 A.M.

Attachment

Minutes of the
Tech Prep Grant Planning
Committee Meeting
February 18, 1992

Attendees:

Ms. Zerrie Campbell, Malcolm X College, President

Ms. Mary Walker, Roseland Community Hospital, Chief Technology Nuclear Medicine

Ms. Gloria Harden, Roseland Community Hospital, Director Quality Management

Ms. Sandra Saddler, Percy Julian High School, Counselor

Ms. Phyllis Goodson Percy Julian High School, Science Department Coordinator, Biology Instructor

Mr. Paul Holmes, Percy Julian High School, Biology Instructor

Dr. Richard Tworek, Malcolm X College, Acting Dean of Health Sciences and Professional Studies

Ms. Cleophera Huffman, Malcolm X College, Director, Medical Lab Tech

Dr. Vernita Irvin, Malcolm X College, Tech Prep Coordinator

The planning committee discussed and made recommendations regarding the following issues:

A. Purpose of the grant
The grant guidelines were discussed, with specific reference to purpose, outcomes, budget, evaluation and completion dates.

B. Coordinator Responsibilities - Percy Julian

1. Recruit students

2. Appoint faculty advisors

3. Recommend individuals to serve on the advisory committee

4. Coordinate parent/student/planning committee meetings

5. Participate in the development of the educational plan (curriculum, etc.)

C. Coordinator Responsibilities - Roseland Community

1. Recommend individuals to serve on the advisory committee

2. Participate in the parent/student meetings

3. Participate in the development of the educational plan (curriculum, etc.)

4. Develop with Ms. Huffman the student rotational services for the Senior year

D. Coordinator Responsibilities - Malcolm X College

1. Responsible for coordinating and implementing all grant activities.

E. Medical Lab Technician will be the thrust of this grant activity.

F. Only junior students will be able to participate in the program, beginning Summer, 1992.

G. Student assessment will be handled by Malcolm X College's Academic Support Center.

H. Course syllabi for Mathematics, English, Biology and Chemistry should be reviewed prior to the March 10, 1992 meeting.

I. The Summer, 1992 program should include:

1. The Pre-College Institute

2. Computer Literacy

3. Health Science 101

J. Tentative Timetable

1. Recruitment and identification of students: On or before March 13, 1992.

2. Testing at Malcolm X College: Saturday, March 21, 1992. Results of testing to Dr. Irvin: Monday, March 23, 1992.

3. Orientation Meeting: Saturday, April 4, 1992.

4. Final report completed and submitted to City College of Chicago and to the Illinois State Board of Education: May 29, 1992.

To be completed:

A. Design a written contract for parents to sign regarding their approval for students to participate.

B. Write an articulation contract for the three institutions.

C. Invite Nella Jenkins, from Roseland to participate.

D. If there are expenses to be incurred, They should be encumbered, as soon as possible. (transportation, etc.)

E. Development of a brochure.

F. Create a plan to handle students who are not accepted.

G. Investigate the possibility of high school credit for the Pre-College Institute.

H. Complete the establishment of the advisory committee. The following persons have been recommended:

1. Vinnie Hall, Director of the Inclusive School, Board of Education

2. Edward Pryor, University of Illinois

3. Walter Washington, Principal Scholars Program, University of Illinois-Champaign

4. Roseann Johnson

5. Delores Chestnut, Cook County Hospital

6. Wayne Oshorne, Local School Council

7. Ann Sivilley, Assistant Principal, Julian High School

8. Pearl Anderson

9. Faye Hudson, Vice President, Marketing and Community Relations, Roseland Community Hospital

I. Finalize the educational plan.

J. Identify faculty.

In addition, Ms. Sarah Fullilove has been hired to provide clerical services. She can be contacted at 942-3000, ext. 458.

The next meeting will be held at Roseland Community Hospital on March 10, 1992 at 10:00 A.M.

MALCOLM X COLLEGE

OFFICE OF TECH PREP
COORDINATOR

Minutes of the
Tech Prep Grant Planning
Committee Meeting
March 10, 1992
Roseland Community Hospital
10:00 A.M.

Attendees:

Ms. Phyllis Goodson	Ms. Gloria Harden
Mr. Paul Holmes	Ms. Cleophera Huffman
Dr. Vernita Irvin	Ms. Nella Jenkins
Ms. Joan Kruger	Ms. Pam Lattimore
Mr. Joe Layng	Ms. Sandra Saddler
Dr. Richard Tworek	Ms. Mary Walker

Mr. Joe Layng, Director of the Academic support Center, presented an overview of his department and also made assessment recommendations.

He described the function and purpose of the Precision Placement Tests. He informed us that his department is also capable of developing individual prescriptions for students.

Mr. Layng recommended the following:

1. Students should participate in the Pre-College Institute
2. Critical thinking skills need to be addressed also

Mr. Layng agreed to assess the 30 Julian students, on Saturday, March 21, 1992 with results being submitted to the coordinator on Monday, March 23, 1992.

3. He will provide tutors for Julian students

The Julian High school staff stated that there are about 5 Seniors that want to participate. Even though our emphasis will be centered around Juniors initially, it was agreed that they be included in the Pre-College Institute phase.

Ms. Joan Kruger from the Illinois Institute of Technology was also willing to accept them in their Summer program.

There will be no cost to students for the Academic Support Center services, however the Health Science 101 course will have to be paid for. The committee was informed that students with agency green cards could use them to pay for up to 5 hours. The Julian High School staff will inform us of those students who are not covered by a green card, so that we might investigate other avenues for payment.

The following issues were also discussed:

1. Bus pass for Summer, 1992 - The High School will have to assist students in this area.

2. High School credit for Pre-College Institute is acceptable only if it is taught by a Board certified individual - Mr. Layng will let us know if his staff is Board certified.

3. Summer stipends - Joan Kruger and Pam Lattimore have agreed to assist us in securing stipends, if possible.

4. Curriculum development - The committee agreed on the following activities or Summer, 1992:

   a. Health Science 101
   b. Pre-College Institute
   c. IBM PC Computer Lab

It was also determined that further curriculum development could not be addressed until the student assessment results were received.

The next meeting will be held:

DATE: Monday, March 30, 1992
TIME: 10:00 A.M.
PLACE: Malcolm X College in the Lily Golden room 1st. floor, West side of the building

This meeting will include the advisory committee members.

Adjournment 12:20 P.M.

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Malcolm X College

1900 West
Van Buren Street
Chicago, Illinois 60612
Phone: 942-3000, Ext. 458

Tech Prep Program

Minutes of the
Planning Committee Meeting
April 24, 1992

Attendees:

Fred Daniel	George H. Eddings
Phyllis Goodson	Gloria Harden
Paul Holmes	Cleothera Huffman
Carlene Hyrams	Vernita Irvin
Roseann Johnson	Kimberly McGuire
Wayne Osborne	Derotha H. Rogers
John Rosenheim	Sandra Saddler
John Scoubis	Ann Swilley
Florence Townsend	Bonita Turcron
Dr. Richard Tworek	Mary Walker

The focus of the meeting was on the development of the curriculum. After an extensive dialogue, it was recommended that:

1. The college and high school faculty team teach the courses in english, math and chemistry.

2. The Biology 111 competencies be met in the Julian High School - Health Occupations course.

3. Students will take Biology 126 and 127 when they are admitted into the college program.

4. Students will receive dual credit for courses offered after the Summer, 1992 term.

5. Students will take the following college courses and seminars:

Summer, 1992

A. Pre-College Institute

B. Computer Literacy

C. Health Science 101 - 3 Credit Hours

Fall, 1992

A. English 101 - 3 Credit Hours

Spring, 1993

A. Mathematics 110 or (whatever course they place into)

Summer, 1993

A. MLT Lab and Hospital Practicum

Fall, 1993

A. Chemistry 100/121 - 5 Credit Hours

Spring,1994

A. Chemistry 100/121 (continuation)

B. Psychology 201 - 3 Credit Hours

1. Biology III competencies completed in, Health Occupations course (consent of Chairperson)
2. Chemistry 100/121 - 5 Credit hours
3. Mathematics 110 - 4 Credit hours
4. Health Science 101 - 3 Credit hours
5. English 101 - 3 Credit hours
6. Social Science 101 - 3 Credit hours

Total awarded prior to graduation from Julian 18 Credit hours

It is anticipated that students will be able to fulfill the prerequisite requirements prior to graduation from Julian, and will be eligible for direct admission to the Medical Laboratory Technician program.

The curriculum report should be submitted to Dr. Tworek by June 19, 1992.

The next meeting will be held:

DATE: Thursday, May 14, 1992
TIME: 10:00 A.M.
PLACE: Julian High School campus.

VI:sf
cc: Pam Lattimore
Joe Layng

Malcolm X College

1900 West
Van Buren Street
Chicago, Illnois 60612
Phone: 942-3000, Ext. 458

TECH PREP PROGRAM

RECEIVED MAY 21 1992

Minutes of the
Second Curriculum Meeting
May 14, 1992

Attendees:

Marlena Alexander	Fred Daniel
Karen Gruberman *	Ruth Hadnot
William Harris	Paul Holmes
Cleophera Huffman	Carlene Hyrams
Vernita Irvin	Nella Jenkins
Charles Jozaitis *	Pam Lattimore
John Rosenheim	Sandra Saddler
John Scoubis	Ann Swilley
Robert Tisdale	Florence Townsend
Marva Watts	Ann West *

Fund Raising Efforts

The group was informed that the City Colleges of Chicago will not waive the tuition for college courses. Mr. John Rosenneim, Chairman of KSAP reported on his fund raising efforts that would help defray tuition and stipend costs. He also submitted a copy of a typical letter sent to companies requesting their support. It is anticipated that we will receive some funds for the Summer, 1992 program.

Curriculum Development

Issues to be resolved:

A. Can the Carl Perkins Grant cover the cost of books for the Julian High School students?

B. Can the students receive the BEOG Financial Aide benefits?

C. Can Malcolm X faculty be reimbursed for teaching the immunology and genetics components?

This meeting was a WORKING SESSION whereby, the participants focused on the identification of courses that will be included in the curriculum. Ms. Ann swilley, Assistant Principal of Julian High School made it very clear that only 2 periods could be utilized for the program. Therefore, below are the recommendations:

Summer, 1992

A. Pre-College Institute

B. Computer Literacy

C. Health Science 101 - 3 credit hours

Fall, 1992

A. English 101 - 3 credit hours

Faculty from Malcolm X College and Julian High School
Mondays, Wednesdays: 2:50 - 3:30
September 14, 1992 - December 18, 1992

Spring, 1993

A. Math 112 - 3 credit hours

Additional information to be submitted during the week of May 18th.

Summer, 1993

A. MLT Lab and Hospital Practicum

Fall, 1993

A. Chemistry 100/121 - 5 credit hours

B. Psychology 201 - 3 credit hours

There was a lengthy discussion regarding classes that require more than one semester to meet the time requirements for both the college and high school. A definite decision was not made

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regarding the chemistry class. However, these are the possibilities:

A. Chemistry 100/121 (only)

B. Chemistry 100/121 and Psychology 201 for one year

C. Chemistry 122 delete - retain Psychology 201 in the Spring, 1994 semester.

D. Psychology 201 in the Summer, 1993

Science

A. Julian students will have met the Biology 111 competencies while in high school. Therefore, it was requested that the Immunology and Genetics components could be taught by Malcolm X College faculty during the students' tenure in high school.

The next meeting will be held on:

DATE: Tuesday, June 2, 1992
TIME: 10:00 A.M.
PLACE: Julian High School - Library Conference Room

* DuSable High School Attendees

MALCOLM X COLLEGE

1900 WEST
VAN BUREN STREET
CHICAGO, ILLINOIS 60612
PHONE: 942-3000, EXT. 458

TECH PREP PROGRAM

Minutes of the
Third Curriculum Meeting
June 2, 1992

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Attendees:

Marlena Alexander
Gloria Harden
Cleothera Huffman
Vernita Irvin
Roseann Johnson
John Scoubis
Robert Tisdale
Marva Watts
Fred Daniel
Paul Holmes
Carlene Hyrams
Nella Jenkins
Sandra Saddler
Ann Swilley
Richard Tworek

PROGRAM REPORT

Dr. Tworek stated that his report to the State of Illinois needs to be submitted by June 16th. It is important that the Curriculum Committee members submit to Dr. Tworek, by the 12th of June a summary of their activities, which will be included in the document.

In addition:

A. The Tech Prep proposal for 1992-93 has been submitted for approval.

B. Text books for the students will be charged to the grant. However, they will remain the property of the college.

TUITION REPORT

Tuition support is still being researched. Thirteen of the thirty-one students are eligible for tuition payment through a City of Chicago agency, however we are hopeful that most of the others will receive tuition support.

REMEMBER - Students must pay the twenty dollar registration fee for the Summer, 1992 session.

ENGLISH REQUEST

Ms. Hyrams, Malcolm X College English faculty member, requested that the students write the English placement exam. Joe Layng will be apprised of this request and the need for persons to read the exams.

DEVELOPMENT OF A RECRUITMENT VIDEOTAPE

Ms. Swilley, Assistant Principal recommended that we develop a recruitment videotape. Dr. Tworek will review the possibilities of including the cost of this venture in the budget

BUS TRANSPORTATION

Mr. Holmes informed us that the bus that will be used for the Friday tours will possibly be donated by the Urban League. Further information will be forthcoming.

CURRICULUM REPORT

Approved Courses:

A.	English 101 -------	3 credit hours
B.	Math 110 ----------	4 credit hours
C.	Chemistry 121 -----	4 credit hours
D.	Psych 201----------	3 credit hours
E.	Biology 111 -------	Requirements are being met in the high school biology course. Once the students are admitted into the college they will take a biology placement test prior to entrance in Biology 126. However, credit for Biology 111 will not be given.
F.	Health Science 101 -	3 credit hours

RECOMMENDED SEMESTER OFFERINGS:

SUMMER, 1992

Pre-College Institute
Computer Literacy
Health Science 101

FALL, 1992

English 101
High School 9/11 - 2/1
College 9/14 - 12/18
10th period 2:50 - 3:30

SPRING, 1993

Math 110 - 4 Credit Hrs.
Starts at the 13th. week of the semester until 3:30 p.m. 5 days/wk.

College portion of Course 5/7 - 7/9

SUMMER, 1993

MLT Lab 6/28 - 7/16
Hosp. practicum 7/19 - 8/6

FALL, 1993 and SPRING, 1993

Chemistry 121 - 4 credit hrs.
Psychology 201 - 3 credit hrs.

Schedule still under review.

Adjournment 12:00 noon.

cc: Pam Lattimore
Joe Layng

TECH PREP CURRICULUM REPORT

Approved Courses:

A.	English 101 -------	3 credit hours
B.	Math 110 ----------	4 credit hours
C.	Chemistry 121 -----	4 credit hours
D.	Psych 201----------	3 credit hours
E.	Biology 111 -------Requirements are being met in the high school biology course. Once the students are admitted into the college they will take a biology placement test prior to entrance in Biology 126. However, Credit for Biology 111 will not be given.	
F.	Health Science 101 -	3 credit hours

RECOMMENDED SEMESTER OFFERINGS:

SUMMER, 1992

Pre-College Institute
Computer Literacy
Health Science 101

FALL, 1992

English 101
High School 9/11 - 2/1
College 9/14 - 12/18
10th period 2:50 - 3:30

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Math 110 - 4 Credit Hrs.
Starts at the 13th. week of the semester until 3:30 p.m. 5 days/wk.

College portion of Course 5/7 - 7/9

Malcolm X College 6/28

SUMMER, 1993

MLT Lab 6/28 - 8/6

FALL, 1993

Chemistry 121

SPRING, 1993

Psychology 201

Memo

To: *Vernita Irvin*
Coordinator, Tech Prep Program

RECEIVED JUN 1 2 1992

From: *Marva C. Watts*
Representative, Biology Department

Date: *June 2, 1992*

Re: *RECOMMENDATION FOR BIOLOGY COMPONENT*

Since Biology has not been identified as a target course for the college component of the program, I recommend the following:

- That the High School Biology course, if taken in the freshman or sophomore year, be supplemented by an Advanced Biology course in the junior or senior year or reinforced in the Health Occupations course so that the students would be prepared to pass the placement test given by the Biology Department for entry directly into Biology 126, Anatomy and Physiology.
- That students be given a basic introduction to human organ systems-general structure and function, in the junior or senior year.
- The units covered on the placement test are Biological chemistry, Cell Structure and Function, Energy transformation in cells, and animal (human) tissues.

Students who are unable to pass the placement test will need to take Biology 111 before entering the Biology 126 course.

COMBINED SYLLABUS ENGLISH III/ENGLISH LITERATURE
AND
ENGLISH 101/COMPOSITION (CAI) *

SEMESTER: Fall 1992 Credit 3.50 (3 hours college/.50 hours high school)

TIME: 2:50 p.m. - 3:30 p.m., Monday and Wednesday (200 minutes per week)
September 14, 1992 - December 18, 1992

PLACE: Percy L. Julian High School

COURSE DESCRIPTIONS

English III/English Literature - offers a variety of reading selections in English Literature from Ancient (Early) English Literature to modern English Literature. Emphasis is placed upon themes, styles and the development of English Literature. The course will also emphasize requisite skills necessary for effective written expressions through essay writing, written reports, and a research paper.

English 101/Composition - develops critical and analytical skills in writing and reading of expository prose.

* Computer Assisted Instruction

CH:sf

DEPARTMENTS OF ENGLISH AND COMMUNICATIONS

Percy L. Julian High School
Malcolm X College

COMBINED SYLLABUS

FOR

SECONDARY ENGLISH III: BRITISH LITERATURE

AND

COLLEGE ENGLISH 101: COMPOSITION

WITH

COMPUTER ASSISTED INSTRUCTION (CAI) SUPPORT

DEVELOPED BY:

Marlena Alexander, Teacher of English
Percy L. Julian High School

Carlene Hyrams, Associate Professor
Malcolm X College

June, 1992

COMBINED SYLLABUS

FOR

SECONDARY ENGLISH III: BRITISH LITERATURE

AND

COLLEGE ENGLISH 101: COMPOSITION

WITH

COMPUTER ASSISTED INSTRUCTION (CAI) SUPPORT

CREDIT HOURS: 3 hours college credit
\+ .50 hours high school credit

Total: 3.50 hours

LENGTH OF COURSE: One Semester - 5 days per week
200 minutes per week

PREREQUISITES: Successful completion of secondary regular English I and II, qualifying score on the college English placement test, and consent of department chairperson(s).

COURSE DESCRIPTIONS

English III: offers a variety of reading selections in British Literature from Ancient Literature to Modern Literature. Emphasis is placed upon themes, styles and the development of British Literature. This course also emphasizes requisite skills necessary for effective written expressions through essay writing, written reports, and a research paper.

English 101: development of critical and analytical skills in writing and reading of expository prose.

GENERAL COURSE REQUIREMENTS:

I. Students must attend class regularly with assignments ready and written assignments handed in on time.

   A. More than five (5) unexcused absences will lower student's grade.

   B. All unexcused late papers will result in lower grades.

II. Students must keep a class notebook with binders or pouches so it can hold back work and first drafts.

   A. Students must keep track of all mistakes made on written assignments and correct these mistakes in writing.

   B. Students must have a vocabulary list of at least seven new words encountered each week.

   C. Students should keep a list of all misused or misspelled words.

   D. All tests and class work must be kept in the notebook.

III. Students must use proper manuscript form for all written assignments.

   A. Ink or double-spaced typing

   B. 8 1/2 X 11' paper

   C. A title centered on first line

   D. One space between title and first line

   E. Writing on one side only of each sheet of paper

   F. All pages folded together lengthwise

   G. Endorsement on the back of each page with the student's name, the date, the number of assignment, the course, and section

IV. Students must complete a minimum of two writing assignments in the computer assisted instruction laboratory.

V. To pass the course, each student must take the midterm and final examinations, hand in all written assignments and keep an up-to-date notebook.

TERMINAL COURSE OBJECTIVES *

BRITISH LITERATURE:

I. Understand the types of factual literature, the elements of fiction and nonfiction, symbolism, allegory, and myth, and analyze the relationship between literary works and the age in which they were written.

COMPOSITION:

II. Write in class an expository essay of three or more paragraphs with an introduction, development, and conclusion. The introduction will state a clear thesis; the development should include one or more rhetorical methods as specified in the above behavioral objectives, and consistently appropriate word choices. The entire essay should demonstrate competence in dealing with usage problems, including: subject-verb agreement, verb tense, fragments, run-on sentences, spelling, punctuation, vocabulary, and diction.

COURSE OUTLINE

I. ORIENTATION TO COURSE
AND
GRAMMATICAL PRINCIPLES

All essay assignments must demonstrate competence in dealing with grammatical principles, usage and spelling. Each assignment should exhibit no more than five (5) errors of the following types:

subject-verb agreement
verb tense
run-on sentences
confusion of plurals and possessives.
word confusion
fragments
punctuation
capitalization

II. Anglo-Saxon Age: 450-1066

A. Poetry (oral tradition)
Beowulf, "The Seafarer"

B. Historical Prose

C. Riddles

* A complete list of course objectives can be found in the appendix

III. Middle Ages: 1066-1485

A. Poetry
Ballads, The Prologue to The Canterbury Tales

B. Prose
Magna Carta, Morte D' Arthur

C. Process Writing
Complete objective exercises and/or test on transitions, the use of introductory and concluding sentences, and the organization of details in a process essay. Write a process paper.

IV. Renaissance Poetry: 1485-1600

A. Christopher Marlowe, Edmund Spenser, Walter Raleigh, Thomas Wyatt

B. Comparison - Contrast Writing
Complete objective exercises and/or test on parallelism and principles of organizing comparison and contrast essay. Write a comparison/contrast essay based upon the reading of renaissance poetry.

V. William Shakespeare

A. MacBeth

B. Definition/Exemplification
Complete objective exercises and/or tests on the use and recognition of extended definitions, subtopic sentences, and transitions. Write an essay based upon reading of MacBeth which provides specific examples to support a thesis.

VI. Jacobean Age Prose: 1600-1660

A. Francis Bacon, the King James Bible, John Donne, John Bongan

B. Description
Complete objective exercises and/or tests designed to determine the student's understanding of abstract and concrete words and of denotation and connotation. Write a short essay describing your reaction to scene(s) from a Jacobean Prose reading.

VII. Restoration: 1660-1798

A. Neo Classical Poetry
John Dryden, Alexander Pope

B. Novel
Daniel Defoe, Henry Fielding, Oliver Goldsmith, Jonathan Swift

C. Writing a Summary
Completing objective exercises and/or tests on paragraph and on elementary documentation. Write a summary of one of the restoration readings.

VIII. Victorian Age: 1832-1900

A. Poetry
Matthew Arnold, Elizabeth Barrett Browining, Robert Browning, William Ernest Henley, Gerard Manley Hopkins, A.E. Housman, Alfred Lord Tennyson

B. Novel
Charlotte Bronte, Emily Bronte, Lewis Carroll, Charles Dickens, Thomas Hardy, Robert Louis Stevenson, Oscar Wilde

C. Drama
Oscar Wilde

D. Argument/Persuasion
Complete objective exercises and/or tests on unity, support, and coherence. Write an argument/persuasion research paper based upon a Victorian Age reading.

RESOURCES

I. Texts:

A. Adventures in English Literature, Harcourt Brace Jovanovich

B. Creating Compositions: Wiener, Harvey S.

II. References:

A. A pocket dictionary

B. A pocket thesaurus

APPENDIX: ENGLISH III - ENGLISH 101

COURSE OBJECTIVES

Reading

Develop reading skills by using materials written by authors from various cultural groups.

Read for information, social interaction, entertainment, and self-exploration.

Question, predict, and give rationales for each prior to, during, and after reading.

Choose appropriate reading pace for gathering information, reviewing, and researching.

Identify organizational patterns.

Follow a main idea to its conclusion.

Draw appropriate inferences from material.

Use textual information to validate inferences.

Recognize, recall, and summarize material read.

Distinguish fact from opinion.

Follow multistep written directions.

Locate and identify important ideas and supporting details.

Paraphrase material read.

Read for various purposes and identify text to accomplish each purpose.

Develop vocabulary through a variety of methods.

Analyze, synthesize, and utilize information from a variety of sources.

Be sensitive to difficulties of the text, requirements of the task, and the student's own abilities and motivation.

Writing

Do research and write about various cultures.

Determine purpose and audience.

Write a focused introductory paragraph.

Write an appropriate thesis statement.

Write in a well-organized manner around a central purpose.

Use appropriate transitional devices.

Use a variety of organizational structures to write in a clear, coherent, and logical manner.

Use Standard English and appropriate grammar.

Use appropriate and correct punctuation.

Write with a clear focus.

Document information gleaned from a variety of sources.

Extend writing experiences by creating original works.

Write an appropriate conclusion.

Employ peer review and self-evaluation of written work.

Write various compositions and complete a research project.

Edit, revise, and proofread written work.

Listening

Listen courteously and respectfully to oral contributions of persons of all racial/ethnic backgrounds to gain information about, understanding of, and appreciation for persons and their cultures.

Recognize and identify cultural differences and similarities among people as expressed in their communication behaviors.

Identify fact, details, sequence, and other literal content of spoken communication.

Identify the relationship between supporting details and the central theme.

Identify different points of view.

Recognize inconsistencies between verbal and nonverbal cues.

Recognize a relationship between the purpose of an oral message and the techniques used to convey it.

Follow multistep oral directions in sequence.

Demonstrate higher-level thinking skills through analyzing the content of spoken message.

Exhibit appropriate listening behavior.

Distinguish between relevant and irrelevant information.

Understand the purposes and motivations of the speaker.

Distinguish fact from opinion in oral messages.

Organize the sequence of main ideas and supporting details from a variety of spoken messages.

Apply constructive criticism to oral message.

Formulate appropriate questions about the content of an oral message.

Draw inferences from verbal and nonverbal cues.

Evaluate the overall effectiveness of an oral message.

Speaking

Speak courteously and respectfully to persons of all racial/ethnic backgrounds to share information, ideas, opinions, values, and points of view.

Speak in a clear and understandable voice.

Use body language to support oral expressions.

Develop and appropriate thesis.

Use library skills to obtain supporting materials.

Use appropriate unifying devices.

Utilize suitable developmental techniques.

Use Standard English.

Follow agenda and further discussion.

Document sources properly.

Employ appropriate stylistic devices.

Present ideas in an organized manner to include an introduction, a body, and a conclusion.

Adjust topic and language for audience, purpose, and setting.

Distinguish among propositions of fact, opinion, and judgement.

Evaluate and critique oral messages.

Use language appropriate for situation.

Express ideas in a clear and understandable manner.

Exhibit good speaking skills in a variety of contexts and for various purposes.

Literature

Read selected works representing males and females, diverse multicultural groups, and the handicapped.

Read to identify examples of cultural differences and recognize their impact on given literary works.

Read to understand and appreciate cultural variations in a given literary work: holidays, music, art, clothing, dance, and language.

Read to gain compassion for and understanding of people as individuals.

Read to develop an awareness of and pride in one's cultural heritage.

Read selected works of writers and historical periods that reflect various value systems and philosophies.

Identify literary works that highlight the contributions of minority and handicapped groups.

Distinguish differences among poetry, drama, fiction, and nonfiction.

Recognize the influence of major English authors.

Understand literary themes and their implications.

Understand and discuss figurative language.

Compare and contrast works from various historical periods.

Compare and contrast authors' techniques in developing plot and characterization in literature.

Note changes in language, theme, and approach from one literary period to another.

CH:sf

OK

To: Vernita Irvin, Project Director

From: Fred Daniel, Chemistry Coordinator

Date: May 19, 1992

Re: Chemistry Course, 100/121 at Julian High School

Course Title: Chemistry 100/121

Dates: Spring, 1994 (March - June)

Time: 9th and 10th Periods/ 5 days per week

Mr. Disdale, Chemistry teacher at Julian High School, will teach the regular chemistry course 2 periods per week from September 1993 thru March 1994 - time needed to satisfy State requirements for High school chemistry credit. Further finalizing is in progress.

Course description and Outline are attached.

BEST COPY AVAILABLE

S Y L L A B U S

CHEMISTRY 100/121 (CONCURRENT COURSE PAIR)

CHEMISTRY 121 Basic Chemistry I
CREDIT HOURS 4
CONTACT HOURS 6
COURSE DURATION 16 weeks or one semester

COURSE DESCRIPTION:

Principles of general inorganic chemistry including properties of matter, dimensional analysis, fundamentals of stoichiometry, interpretation of the periodic table, nomenclature and introduction to solution chemistry and commonly used concentration units.

PREREQUISITES: Concurrent enrollment in Chemistry 100.

METHODS OF INSTRUCTION:

1. Lectures, discussion and laboratory (approximately 2 hrs/wk for each)
2. Demonstrations
3. Lessons on Plato, films.

CHEMISTRY 100 Chemical Calculations
CREDIT HOURS 1
CONTACT HOURS 1.5
COURSE DURATION 16 weeks or one semester

COURSE DESCRIPTION:

Arithmetical and algebraic operations as used in general chemical calculations, scientific notation, metric system of measurement and problem-solving techniques employed in general chemistry calculations.

PREREQUISITES: Concurrent enrollment in chemistry 121

METHODS OF INSTRUCTION:

1. Lecture, discussion
2. Lessons on Plato

METHOD OF EVALUATION:

Evaluation will be based upon performance on tests, quizzes laboratory reports and performance in the laboratory. The final grade will be computed on the following basis: 80% - tests and quizzes, 20% - laboratory performance and reports.

COURSES OBJECTIVES AND LEARNING GOALS

UNIT I - MATTER, GENERAL INTRODUCTION

1. Define matter.
2. Name two properties each of solids, liquids, and gases.
3. Name the processes by which matter changes physical states.
4. Distinguish between the characteristics of pure substances and mixtures.
5. Identify and state observations that would help you classify samples of matter as mixtures, compounds or elements.
6. Distinguish between physical and chemical changes and physical and chemical properties.
7. Given a description of physical and chemical properties of substances, identify the substances.
8. Given the periodic table, classify elements as metals or nonmetals.
9. Given the name, give the symbol of each element in a given table and vice versa.
10. Define energy and distinguish between potential and kinetic energy.
11. State the Law of Conservation of Energy.

UNIT II - MATH SKILLS

1. Divide or multiply fractions.
2. Write decimal numbers in scientific notation and vice versa.
3. Multiply and divide numbers expressed in scientific notation.
4. Calculate percent, given the values of the components.
5. Given the percent of a component and a given amount of the total, calculate the amount of the component.
6. Construct a graph from given data.

UNIT III - MEASUREMENT

1. Name the basic metric units for length, volume and mass, and give the correct abbreviation for each unit.
2. Explain the meaning of commonly used metric prefixes such as kilo-, deci-, centi-, milli-, and micro-.
3. Convert any measurement from one metric unit to another metric unit.
4. Convert any metric measurement to its equivalent in a British unit when given a conversion factor.
5. Record measurements to the proper number of significant digits.
6. Express the result of multiplication, division, addition, or subtraction of measured numbers to the correct number of significant digits.
7. Given any of the two parameters - density, weight or volume, calculate the third.
8. define calorie and specific heat.

S Y L L A B U S

CHEMISTRY 100/121 (CONCURRENT COURSE PAIR)

CHEMISTRY 121 Basic Chemistry I
CREDIT HOURS 4
CONTACT HOURS 6
COURSE DURATION 16 weeks or one semester

COURSE DESCRIPTION:

Principles of general inorganic chemistry including properties of matter, dimensional analysis, fundamentals of stoichiometry, interpretation of the periodic table, nomenclature and introduction to solution chemistry and commonly used concentration units.

PREREQUISITES: Concurrent enrollment in Chemistry 100.

METHODS OF INSTRUCTION:

1. Lectures, discussion and laboratory (approximately 2 hrs/wk for each)
2. Demonstrations
3. Lessons on Plato, films.

CHEMISTRY 100 Chemical Calculations
CREDIT HOURS 1
CONTACT HOURS 1.5
COURSE DURATION 16 weeks or one semester

COURSE DESCRIPTION:

Arithmetical and algebraic operations as used in general chemical calculations, scientific notation, metric system of measurement and problem-solving techniques employed in general chemistry calculations.

PREREQUISITES: Concurrent enrollment in chemistry 121

METHODS OF INSTRUCTION:

1. Lecture, discussion
2. Lessons on Plato

METHOD OF EVALUATION:

Evaluation will be based upon performance on tests, quizzes laboratory reports and performance in the laboratory. The final grade will be computed on the following basis: 80% - tests and quizzes, 20% - laboratory performance and reports.

COURSES OBJECTIVES AND LEARNING GOALS

UNIT I - MATTER, GENERAL INTRODUCTION

1. Define matter.
2. Name two properties each of solids, liquids, and gases.
3. Name the processes by which matter changes physical states.
4. Distinguish between the characteristics of pure substances and mixtures.
5. Identify and state observations that would help you classify samples of matter as mixtures, compounds or elements.
6. Distinguish between physical and chemical changes and physical and chemical properties.
7. Given a description of physical and chemical properties of substances, identify the substances.
8. Given the periodic table, classify elements as metals or nonmetals.
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1. Name the basic metric units for length, volume and mass, and give the correct abbreviation for each unit.
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3. Convert any measurement from one metric unit to another metric unit.
4. Convert any metric measurement to its equivalent in a British unit when given a conversion factor.
5. Record measurements to the proper number of significant digits.
6. Express the result of multiplication, division, addition, or subtraction of measured numbers to the correct number of significant digits.
7. Given any of the two parameters - density, weight or volume, calculate the third.
8. define calorie and specific heat.

UNIT IV - ELEMENTS

1. Give the name, mass and charge of the three subatomic particles.
2. Given the atomic number and the mass number or the atomic weight of an element, draw a schematic diagram showing the number and location of each type of subatomic particle.
3. Define the term isotope.
4. State the relationship between, orbitals, sublevels, and main energy levels.
5. Given the electronic configuration for a given atom, determine the number of valence electrons and its location in the periodic table.
6. Explain the energy absorbed and emitted by the atoms of an element.
7. Predict the most likely formula for the monoatomic ion of a given atom, assuming it can for one.
8. Write the Lewis formula of a given atom or monoatomic ion.
9. Explain the trends in ionization energy, atomic size and metallic properties across a period and within a group of the periodic table.
10. Recognize and classify designated elements belonging the various groups in the periodic table.

UNIT V - CHEMICAL BONDING

1. Give a qualitative description of what causes a chemical bond to form.
2. Define ionic bond, polar, nonpolar and coordinated covalent bonds, electronegativity, and polarity.
3. Write the correct formula for an ionic compound, given the combining elements or ions.
4. Given an electron-dot structure, identify single bonds, double bonds, triple bonds, and nonbonding electrons.
5. Given the formula of simple molecules or ions, draw an electron-dot structure for the molecule or ion.
6. Given a table of electronegativities, predict whether a bond between two atoms will be covalent, polar covalent, or ionic.
7. Describe the trends in electronegativity across a row and down a column of the periodic table.

UNIT VI - NOMENCLATURE

1. Given the formula of an ionic compound, binary covalent compound, or an acid, write its name and vice versa.

UNIT VII - CALCULATIONS INVOLVING ELEMENTS AND COMPOUNDS

1. Explain the use of the mole as counting unit.
2. Define mole and state the mass and the number of particles in one mole.
3. Calculate the molar mass of atoms, molecules, formula units, ions.
4. Calculate the mass of a substance give the number of moles, atoms, molecules or formula units, and vice versa.
5. Calculate the number of moles of atoms in a compound given the necessary data.
6. State the law of constant composition, and show how it is applied.
7. Calculate the percent composition, and show how it is applied.
8. Distinguish between empirical and molecular formula of a compound.
9. Calculate the empirical formula of a compound given mass data.
10. Find the molecular formula of a compound given mass data and the molecular mass.

UNIT VIII - CHEMICAL REACTIONS

1. Identify the reactants, products, and all common symbols in a chemical equation.
2. Balance chemical equations by inspection.
3. Identify combination, decomposition, single replacement, double replacement reactions.
4. Use the activity series to determine when a single replacement reaction occurs.
5. Predict what substance precipitates or what gas is released when two aqueous salt solutions undergo a double replacement reaction.
6. Predict the substances produced in neutralization reactions.
7. Describe the difference between endothermic and exothermic reactions.

UNIT IX - STOICHIOMETRY

1. Explain the meaning of stoichiometric relationships.
2. Given a balanced chemical equation, determine mole relationships between products and reactants.
3. Calculate the number of moles or mass of product given either the number of moles or mass of a reactant, or vice versa.
4. Find the limiting reagent in a reaction.

UNIT X - GASES

1. List and discuss the principal assumption of the kinetic molecular theory.
2. State the properties of ideal gases.
3. Define pressure and state three of the most common units used to measure pressure.
4. State verbally and as mathematical expression: Goyle's law and Charles' law.
5. Apply the above laws to solve numerical problems.

UNIT XI - SOLUTIONS

1. Define solute, solvent, solution, solubility, saturated and unsaturated solution.
2. List factors that affect the solubility of a solute in a solvent.
3. Calculate percent by mass or molarity of solution given necessary data.
4. Explain how a solution of a specific concentration is prepared.
5. Given any two of the following solution parameters, calculate the third: percent solute, weight of solute, weight of solution.
6. Given any two of the following solution parameters calculate the third: moles or weight of solute, volume of solution, molarity of solution.
7. Explain how a solution is diluted.
8. Given the volume and molarity of an original solution, calculate the molarity of the new solution prepared by adding a given amount of solvent.
9. Define electrolyte solution.
10. Give examples of strong and weak electrolytes.

UNIT XII - ACIDS AND BASES

1. List the principal properties of acids and bases.
2. Define and identify Arrhenius acids and bases.
3. Predict the relative strength of acids and bases.
4. Apply the equilibrium expression for water to find the concentration of hydrogen ions or hydroxide ions.
5. Define and calculate the pH.
6. State two methods that are used to measure the pH of solutions in the laboratory.

FD:sf

COURSE OUTLINE
CHEMISTRY 100/121 (CONCURRENT PAIR)

INSTRUCTOR:
OFFICE ROOM/EXT:
OFFICE HOURS:

TEXT: Chemistry - A First Course, 2nd edition
Jacqueline Kroschwitz & Melvin Winokur.

LAB MANUAL: Laboratory Experiments for Basic Chemistry,
Chemistry Department Edition.

GENERAL INFORMATION:

This course is an introduction to chemistry, the study of matter and its changes. This course is designed for students who have little or no previous instruction in chemistry. The development of each topic in this course starts at "ground level". A departmental exam will be given to all students enrolled in chemistry 100/121.

ATTENDANCE: Students are expected to be punctual and attend all class sessions. Records of attendance are kept. Excessive absences can result in course failure. Students who are absent should make sure that any reading and homework assignments are made up before returning to the next class. Students are held responsible for all announcements, assignments and information given in the class.

HOMEWORK: Students are asked to keep up with assigned homework, bring it to class and ask questions on problems encountered in solving them. Part of each class session will be used to answer questions on homework assignments.

GRADING: Students will receive the same grade in chemistry 100 and 121. The grade and the content of the course will be divided into three parts:

I. Chemistry 100 - Calculations mainly, 20%
II. Chemistry 121 - Theory and Principles, 60%
III. Chemistry 121 - Laboratory, 20%

The lab grade will depend on the student's preparation for the experiment, performance of the experiment (independence, practice of safety and proper techniques), timeliness and quality of lab report.

GRADE ASSIGNMENT: A: 89-100, B: 77-88, C: 65-76, D: 56-64, F: 55

TOPICAL OUTLINE

CHAPTER	TOPIC	ASSIGNMENTS
1	MATTER - GENERAL INTRODUCTION physical states elements, compounds and mixtures physical and chemical changes physical and chemical properties chemical language energy	p.26; 1.1-1.63
2	MATH SKILLS fractions scientific notation percent calculation graphing	p.54; 2.21-2.29 2.40-2.50
3	MEASUREMENT the metric system unit conversion density significant figures in calculations	p.89; 3.11-3.17 3.19, 3.43-3.46, 3.48 3.50-3.54, 3.60-3.64 3.71-3.78
4/5	ELEMENTS subatomic particles atomic number and mass number isotopes atomic mass units energy levels electron configuration electron dot structures periodic table groups and periods periodic trends	p.115; 4.14-4.58, 4.63-4.68 p.152; 5.16-5.33 5.42-5.63
6	CHEMICAL BONDING ions the ionic bond formulas for ionic compounds the covalent bond electron dot formulas coordinated covalent bonds electronegativity and polarity	p.194; 6.14-6.84
7	NOMENCLATURE naming of ionic compounds naming of binary molecular compounds naming of acids	p.219; 7.13-7.43

TOPICAL OUTLINE (continued)

CHAPTER	TOPIC	ASSIGNMENTS
8	CALCULATIONS INVOLVING ELEMENTS AND COMPOUNDS molecular and formula weight percentage composition the mole empirical and molecular formula	p.241; 9.8-9.39
9	CHEMICAL REACTIONS chemical equations balancing equations types of reactions	P.296; 10.1-10.46 9.41-9.55
10	STOICHIOMETRY molar interpretation of the balanced equation mole-mole, mole-gram, gram-gram conversions limiting reagent heat and chemical reactions	p.296; 10.1-10.46
11	GASES kinetic theory of gases Boyle's law Charles'law	p.342; 11.29-11.37 11.69-11.75
12	SOLUTIONS formation of solution solubility volume and weight percent dilution electrolysis	p.426; 13.11-13.71
15	ACIDS AND BASES Arrhenius definition acid and base strength ionization of water pH measurement of pH	p.490; 15.10-15.14 15.24, 15.28 15.30-15.36, 15.38-15.41

FD:sf

MALCOLM X COLLEGE

MATHEMATICS

TO : Dr. Vernita Irvin
Allied Health

FROM : Jonn Scoubis
Mathematics

DATE : June 2, 1992

RE : Math 110 syllabus and outline
for Percy L.Julian High School

Attached you find the syllabus and outline of Math 110 developed for the students of Percy L. Julian High School planning to attend the MLT program of Malcolm X College.

Please disregard any other syllabus submitted previously.

MATH 110 SYLLABUS AND OUTLINE

FOR PERCY L. JULIAN HIGH SCHOOL - MALCOLM X COLLEGE

This document was developed by John Scoubis, member of the planning and curriculum development committee.

O V E R V I E W

INTRODUCTION

This is a plan worked out by Malcolm X College and Percy L. Julian High School.

The purpose of this plan is to offer the High School students courses such that they will earn College credit. The College level courses are those which are program prerequisites.

Specifically, the minimum Math prerequisite of the MLT program at Malcolm X College is Math 110. This plan will offer to the High School students Math 110 before their graduation from the High School, so that upon their graduation, having completed the program prerequisites, they can be admitted directly to the MLT program.

CONDUCT HOURS :

The College Math course (Math 110) is a four (4) credit and four (4) conduct hour course, therefore it is required the student to attend class for 3200 minutes within one semester.

To accomplish that we propose the following :

The components of Math (High School and College) will be taught during the Spring semester of 1993 400 minutes per week. For example using the 9th and the 10th period : The College component Math 110 will be taught 400 minutes per week the last six (6) weeks of the semester during the same 9th and 10th period and it will continue for tw (2) more weeks after the High School semester is over, into the summer session.

TIME FOR EACH COMPONENT :

The time for each Math component will be :

The High School component: From the beginning of the High School senester to May 7

2:06 - 3:30 MTWThF Classroom: P.L. Julian High School.

College component : From May 7 to July 2

2:06 - 3:30 MTWThF Classroom :

a) May 7 to June 18 : P.L. Julian High School

b) June 21 to July 2 : Malcolm X College

MALCOLM X COLLGE
MATHEMATICS

COURSE SYLLABUS AND OUTLINE

DEPARTMENT : 045
COURSE : Math 110
COURSE TITLE : Elents of Algebra.
SEMESTER : Spring YEAR ; 1993 PERCY L. JULIAN HIGH SCHOOL

This course syllabus and outline were developed by John Scoubis, member of the planning and curruculum [illegible] committee.

COURSE SYLLABUS

CREDIT HOURS : Four (4) credit hours

LENGTH OF COURSE : 3200 minutes within any given semester

COURSE DESCRIPTION: Signed numbers, natural number exponents, polynomial operations, linear equations in one unknown, word problems, factoring, algebra of rational functions and complex fractions. Four credit hour course also will cover simultaneous linear equations in two unknowns and quadratic equations.

PREREQUISITES : Placement test or grade "C" or better in Math 100 or consent of the department chairperson.

COURSE OBJECTIVES : The main objective of this course is to develop skills, understanding, and mathematical maturity.

At the completion of this course the studenr will be able to :

1. Understand basic relations and operations.
2. Perform addition, subtraction, multiplication, and division of integers.
3. Use substitution and the proper order of operations to evaluate algebraic expressions.
4. Understand prime factorization.
5. Understand fractions and mixed numbers.
6. Multiply, divide, add, and subtract fractions and mixwd numbers.

7. Work with decimals.
8. Add, subtract, multiply, and divide decimals.
9. Convert decimals to fractions and fractions to decimals.
10. Understand the meaning of percent.
11. Change fractions and decimals to percent and percent to fractions and decimals.
12. Solve ratio and proportion problems.
13. Simplify algebraic expressions.
14. Solve linear equations in one unknown.
15. Solve linear equations containing more than one unknown.
16. Solve equations containing grouping symbols
17. Solve literal equations.
18. Solve linear inequalities contaning one operation.
19. Solve linear inequalities contaning more than one operation.
20. Solve word problems, ratio proportion word problems.
21. Solve simple interest and mixure word problems.
22. Unterstand exponential expressions.
23. Multiply and divide exponential expressions.
24. Raise products, exponential expressions, and quotients to higher powers.
25. Understand scientific notation. definitions and evaluation of polynomials.
26. Add, subtract multiply, and divide polynomials.

27. Understand special products.

28. Use the greatest common factor and facoring by grouping to factor polynomials.

29. Factor polynomials using the special products and general strategy of factoring.

30. Simplify rational expressions.

31. Multiply and divide rational expressions.

32. Add and divide rational expressions having the same and different denominators.

33. Simplify complex fractions.

34. Solve equations containing rational expressions.

35. Understand the rectangular coordinate system.

36. Graph linear equations in two variables.

37. Find the slope of a line.

38. Find the equation of a line.

39. Graph linear inequalities in two variables.

40. Understand the concept of intersecting, parallel, and equal lines.

41. Solve linear systems of equations by addition.

42. Solve linera systems of equations by substitution.

43. Understand radical expressions.

44. Simplify radical expressions.

45. Multiply and divide radical expressions.

46. Add and subtract square roots.

47. Solve radical equations.

48. Solve quadradic equations by the square root method

BEST COPY AVAILABLE

49. Solve quadratic equations by :
    a) factoring
    c) completing the square
    d) using the quadratic formula.

CLIENTEL FOR COURSE : This course is designed for the students of Percy L. Julian High School planing to enter the MLT program of Malcolm X College. The course will be taught during the Spring semester of 1993.

LEARNING ACTIVITIES : All students are expected to attend class regularly, participate in discussions, take notes, do homework assignments, and take all scheduled tests.

INSTRUCTION TECHNIQUES : The class will include lectures and workshops. In the workshop, students will be given problems to work out, while the instructor will provide assistance during class time.

METHODS OF EVALUATION OF STUDENT PERFORMANCE: The final grade will be based primarily on :

a) 4 - 6 unit tests

b) a final examination

c) at the discretion of the individual instructor the following may also be used as a basis for the final grade:
   - Quizzes
   - written assignments
   - classroom discussions

TEXTBOOK REQUIRED : Basic Mathematics. Fundamentals, Algebra, and Geometry. Third Edition.
By Richard Williams
Publisher : Harper Collins ISBN 0-673-46478-4

COURSE OUTLINE

CHAPTER	COURSE CONTENTS	TIME
1	Basic relations and Operations Integers and Absolute Value	40 minutes
	Adding Integers Subtracting Integers Adding and Subtracting Integers Multiplying Integers Dividing Integers	40 minutes
	Order of Operations Algebraic expressions and Formulas	80 minutes
2	Prime factorization Equivalent Fractions and Reducing Fractions	80 minutes
	Improper Fractions and Mixed Numbers Multiplying Fractions and Mixed Numbers	120 minutes
	Dividing Fractions and Mixed Numbers	80 minutes
	Adding Fractions Adding Mixed Numbers	80 minutes
	Subtracting Fractions and Mixed Numbers Signed Numbers	120 minutes
3	Reading and Writing Decimals Adding and Subtracting Decimals Multiplying Decimals Dividing Decimals Converting Fractions to Decimals	120 minutes
	Signed decimals Estimation	80 minutes
4	The Meaning of Percent Writing Decimals and Fractions as Percents Ratio and Proportion Percent Problems	120 minutes

5	Simplifying Algebraic Expressions Linear Equations	80 minutes
	Solving Linear Equations Containing one Operation Solving Linear Equations Containing more than one Operation	80 minutes
	Solving Linear Equations Containing Grouping Symbols or Fractions Literal Equations Solving Linear Inequalities	120 minutes
6	Solving Word Problems Ratio and Proportion Problems	120 minutes
	Simple Interest Mixure Problems Uniform Motion Problems	120 minutes
7	The Meaning of Exponential Expressions Multiplying and Dividing Exponential Expressions	80 minutes
	Raising Product, Exponential Expressions and Quotients to Higher Powers Scientific Notation	80 minutes
8	Basic Definitions and Evaluation of Polynomials Adding Polynomials Subtracting Polynomials	80 minutes
	Multiplying Polynomials Special Products	120 minutes
	Dividing by Monomials Dividing by Polynomials	80 minutes
9	Greatest Common Factors and Factoring by Grouping Factoring Trinomials	120 minutes
	Special Factorization General Factoring Strategy	80 minutes

10	Simplifying Rational Expressions Multiplying and Dividing Rational Expressions	120 minutes
	Adding and Subtracting Rational Expressions Having the Same and Different Denominator	120 minutes
	Complex Fractions Solving Equations Containing Rational Expressions Applications	120 minutes
11	The Rectangular Coordinate System Linear Equations in two Variables	80 minutes
	Slope of a Line Equation of a Line Linear Inequalities in Two Variables	120 minutes
12	Intercecting, Parallel, and Equal Lines	40 minutes
	Solving Linear Systems of Equations by Addition Solving Linear Systems of Equations by Substitution	120 minutes
13	Radical Expressions Multiplying and Simplifying Radical Expressions	40 minutes
	Dividing Radical Expressions and Fractional Radicals Adding and Subtracting Square Roots Radical Equations	40 minutes
14	Solving Quadratic Equations by the Square Root Method	40 minutes
	Solving Quadratic Equations by Factoring	40 minutes
	Solving Quadratic Equations by Completing the Square Solving Quadratic Equations by the Quadratic Formula	80 minutes
	REVIEW AND FINAL EXAM	80 minutes
	TOTAL TIME :	3200 minutes

INTRODUCTORY/GENERAL PSYCHOLOGY 201

Course Description: includes discussions on the relevancy of psychology, child development, individual differences, behavior interactions, a historical survey of psychology and a study of the sensory and perceptual processes; learning, thinking, remembering, emotional behavior, motivation, mechanisms of adjustment and the total personality.

This course has two components, high school and college. The high school component is college preparatory and is intended to aid the student while pursuing the college component. The high school component requires two semesters of instruction; two hundred (200) minutes a week for thirty-nine (39) weeks. The high school component will begin September 8, 1993 and end June 15, 1994. The college component requires one semester of instruction; one hundred sixty (160) minutes a week for fifteen (15) weeks. The college component will begin February 7, 1994 and end May 15, 1994. During the Fall semester the high school component will be taught during a regular 40 minutes class session. Beginning the Spring semester, for both the high school and college, February 7, 1994, the course will utilize three forty minutes periods, beginning at 7:15 a.m. and ending at 8:40 a.m. two (2) days of the week; Mondays and Wednesdays, using a joint team approach. Additionally, the high school component will be convened by the high school instructor Tuesday, Thursday and Friday beginning at 8:00 a.m., ending at 8:40 a.m. The course will utilize a certified instructor from Percy L. Julian High School and a psychology instructor from Malcolm X College.

Prerequisite : Junior or Senior year in high school and have earned a C or better in Social Science 101 or English 101.

Submitted by:

Mr. William Harris, Social Science Dept., Percy L. Julian High School

Dr. Florence Townsend, Asst. Prof. of Psychology, Malcolm X College

FT:sf

1st SEMESTER

I. History and Foundation of Psychology

II. Adapting to the Environment

III. Human Behavior and Interaction

IV. Child Development

V. Individual Differences

VI. The Development of Values

VII. Method of Psychology

VIII. Research Methods - Case Study Procedures

2nd SEMESTER

I. Physiology and Behavior

II. Physiology and Consciousness

III. Perception of Self and Others

IV. Learning Principals

V. Learning Application

VI. Memory

VII. Emotions and Motivations

VIII. Stress

IX. Abnormal Psychology

Text: Landy, Frank J. Prentice Hall, 1987, "Psychology: The Science of People"

Supplemental Text: Tallent, N. Spungin, Charlotte I. American Book Company, 1987. "psychology: Understanding Ourselves and others".

Syllabus and course guide is being developed.

ROSELAND COMMUNITY HOSPITAL
Chicago, Illinois

M E M O R A N D U M

TO: Richard Tworek

FROM: Gloria Harden

RE: Med Tech Program

DATE: June 16, 1992

Enclosed is the summary(s) of Roseland Community Hospital's involvement in the Tech Prep Program.

If you have any questions, please do not hesitate to call.

Roseland community hospital signed on early to the Medical Lab Tech Program, and since the initiative have played vital roles in its planning and implementation.

The coordinators are members on the Planning Committee and the Advisory Committee, and have hosted some of the meetings.

The coordinators serve as collaborators to the Program. They are the professional component joining the educational faculty which prepares students for the work place and everyday life situations.

The proposed academic curricula will be coordinated with Roseland Community Hospital coordinators' professional curricula once the students begin on-site in the fall of 1993.

The coordinators propose to:

- provide students with information dealing with work-based knowledge and skills;
- make classroom presentations regarding topics of interest, if needed;
- to continue to be available facilitate career days or other special events;
- work with academic and vocational teachers to modify students' programs;
- continue to market Med Tech Program and recruit business leaders and potential students;
- to assist in the development of a quality assessment tool to evaluate the implementation and continuation of the Program.

Attached is an outline of the Tech Prep Practicum.

ROSELAND COMMUNITY HOSPITAL ASSOCIATION
ONE HUNDRED ELEVENTH STREET AT PERRY AVENUE
TELEPHONE 995-3000
CHICAGO, ILLINOIS 60628

June 9, 1992.

Proposal for the Tech Prep Hospital Practicum

Prerequisites:

The Hospital requires a letter of agreement from the sponsoring Institution, indicating the purpose of the Practicum, number of participants, expected goals and objectives, and duration of the project. Each participant should have proof of parental permission, and appropriate medical coverage.

Dates:

The students are expected to spend three weeks in the Laboratory environment from July9th through August 6th, 1993

Practicum Content:

The Practicum will include the following:

Week I. General Orientation:Tour, Rules and Regulations
Safety
Total Quality Management
Quality Control
Data Entry
Topic selection for independent project

Week II. Phlebotomy
Urinalysis
Hematology
Coagulation

Week III. Chemistry
Microbiology
Blood Banking
Presentation of Independent Projects

Independent Project

Each student will be responsible for making a presentation to the group about some aspect of the Laboratory. It is expected that the presentation will describe a particular disease state(eg. Diabetes, Sickle Cell anemia,etc), and how the Laboratory findings contribute to its diagnosis and treatment. Independent projects will be selected by the end of the first week, and presented to the group during the third week of the Practicum.

Nella Jenkins, MT(ASCP)B.Sc.
Laboratory Manager

ATTACHMENT E

DUSABLE HIGH SCHOOL CLUSTER

Medical Technician Preparation Program
Advisory Group

Medical
Allan G. Charles, MD
Chief of Obstetrics & Gynecology
Humana/Michael Reese

Michael J. Koetting
Vice President for Program Evaluation
The University of Chicago Hospitals

Robert Kohl
Cook County Hospital

College
Peter Johnson
Dean of Undergraduate Student Affairs
Illinois Institute of Technology

Richard Tworek
Dean of the Health Sciences Institute
Malcolm X College
City Colleges of Chicago

Professional
Sandra L. Watson
Director, Employment and Training
Chicago United

Community
Charles Brown
Assistant Director
Boys and Girls Club

Rev. A. Patterson Jackson
Liberty Missionary Baptist Church

Rev. Herbert B. Martin
Progressive Community Church

Local School Council
Mary L. Jones
President

Du Sable High School
Charles Mingo
Principal

Odis Richardson
Resource Counselor

Ann West
Biology Teacher

Vanessa Brown
Health Education teacher

Charles Jozatis
Math teacher

Phillip Perry
Math teacher

Lela Milton
Math teacher

Linda Carter
Biology teacher

Edna Hart
Sociology teacher

Karen Guberman
Consultant

D. Manning
Counselor

MED-TECH PROGRAM

DuSable High School

This course is designed to prepare students who are interested in careers in the health care field. Students will also qualify for advanced study or entry level employment in this field upon high school graduation.

Requirements

1. Admission to program

9th grade - Algebra / Biology / Med.Tech I

(Health Explorations)

10th grade - Geometry/Chemistry/Med Tech II

(Discovery & Observation)

11th grade - Physics / Alg.Trig / Clinical Exper

(Skills Development and Experience)

12th grade - Adv. Math/A.P. Bio./Practicum MT

(Specialization and Work-study)

2. Development of Portfolio & other certificate requirements

Mr. Charles E. Mingo, Principal
Mrs. Vanessa Brown, RN

Mrs. Anne West, Teacher Cordinator
Mr. Donald Manning, Counselor

DuSable High School Cluster

Medical Technician Preparation Program

Tasks to be Accomplished
February 5, 1992

1. Establish MTPP team (Mr. Mingo) immediately
   - part-time consultant coordinator
   - DuSable administrator liaison
   - head teacher
   - teacher and counselor team

2. Revise initial draft concept paper (coordinator) immediately
   - The concept paper is to be revised to reflect the current thinking on the program. It will establish an outline of what the anticipated program will look like and a time line for implementation.

3. Advisory Council/Consortium (coordinator) immediately
   - Contact all members of the consortium and convene meeting for early February.
   - Establish regular meeting schedule for the consortium to review progress (Tuesday, April 14 and Wednesday, May 27).

4. Design Curriculum (Ann West and other DuSable teachers, with ad vise of industry and college representatives) draft ready by April
   - Determine overall goal of program
   - Gather model curricula from other high schools, junior colleges
   - Determine goals curriculum will achieve
     - What level of proficiency within the areas of specialization will graduating students have achieved (e.g., immediate employability, able to finish a more advanced medical degree in a shorter period of time, etc.)?
     - What job readiness skills are necessary?
     - Issues of self-esteem and presentation of self
   - Determine how these goals will be worked on at each grade level, 7 - 12 grade
     - What are the appropriate specific skills students will acquire at each grade level?
     - How teach them in a way that students can start using them in practical situations from a very early stage (question of integration with the practicum design)?
     - Kinds of remediation needed and how implemented
     - Emphasis on job-readiness and presentation of self/self-esteem
   - Development of specific curriculum designs for courses at each grade level
     - Questions of how subjects will be integrated with each other and build upon each other
     - Consider how MTPP will utilize, coordinate with, or build upon existing medical assistant course at DuSable

-Determination of how MTPP courses will be integrated with the rest of the school program/Essential Schools

5. Design of Practicum (Ann West, with advice of industry and college representatives)
   - Determine the overall goals of the practicum part of the program
   - Determine how it will coordinate with the classroom program
   - Determine appropriate practicum experiences for each level
   - Determine methods of evaluating practicum experience
   - Establish practicums at participating institutions, determine roles and responsibilities of DuSable and of participating institutions (with help of coordinator)

6. Design Student Evaluation (Ann West, with advice of industry and college representatives)
   - Determine performance standards at each level
   - Develop portfolio for each student
   - Incorporation of positive achievement incentives

7. Recruitment and Identification of Students (Ann West)
   - Determine how going to start implementing MTPP, throughout the entire grade span (7-12 grade) or beginning in the high school
   - Develop role-model visitation program to build interest in the program (with help of coordinator and industry and college representatives)
     - Identify appropriate individuals to discuss the health careers DuSable will be training students for
     - Develop schedule of visits to DuSable
   - With assistance of teachers and counselors identify 50 students interested in careers in the health field so as to establish 2 MTPP classes
     - students should read at or above grade level
     - students will be given a criterion measurement test in algebra and biology
     - students will be administered a Strong Vocational Assessment Test
   - Create appropriate recruitment information materials for students and families

8. Develop support for MTPP within the cluster schools community (Mr. Richardson, with the assistance of community and LSC representatives on the consortium)
   - Publicize new program through parent-notification letters, news releases. etc.
   - Create informational materials for community members
   - Discussions with community leaders
   - Community meeting

9. Design Staff Development Seminars (Ann West, with assistance of coordinator and college representatives)
   - Creation of instructional teams
   - Learning competency development
   - On-site hospital preparation
   - Curriculum refinement

10. Design Evaluation Component (coordinator) May

11. Draft final MTTP program design (coordinator) June
    - Synthesize curriculum, practicum, community services benefits, evaluation design, and industry understanding

12. Develop Budget for first year of MTPP (coordinator and Mr. Richardson)

13. Raise Funding for the Program (coordinator, Mr. Mingo)
    - Investigate appropriate possible funding sources
    - Write proposals
    - Make contacts with appropriate contact people at foundations

THEODORE SIZER'S NINE COMMON PRINCIPLES OF THE COALITIONOF ESSENTIAL SCHOOLS

1. The school should focus on helping adolescents learn to use their minds well. Schools should not attempt to be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose.

2. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than necessarily by "subjects" as conventionally defined. The aphorism "Less Is More" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content.

3. The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of adolescents.

4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.

5. The governing practical metaphor of the school should be student-as-worker rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.

6. Students entering secondary school studies are those who can show competence in language and elementary mathematics. Students of traditional high school age but not yet at appropriate levels of competence to enter secondary school studies will be provided intensive remedial work to assist them quickly to meet these standards. The diploma should be awarded upon a successful final demonstration of mastery for graduation — an "exhibition." This exhibition by the student of his or her grasp of the central skills and knowledge of the school's program may be jointly administered by the faculty and by higher authorities. As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of "credits earned" by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.

7. The tone of the school should explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized, and parents should be treated as essential collaborators.

8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.

9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of eighty or fewer pupils, substantial time for collective planning by teachers, competitive salaries for staff and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional comprehensive secondary schools.

From Brown University. (Based on demonstration of knowledge rather than paper testing.

DUSABLE HIGH SCHOOL

Medical Technician Training Program

Curriculum
Grades 9 -11

WORKING DRAFT

DUSABLE HIGH SCHOOL

MEDICAL TECHNICIAN TRAINING PROGRAM

INTRODUCTION

Over the past five months, the DuSable High School has been working in collaboration with Malcolm X College and three area hospitals to develop a medical technician training program for interested students. The program is designed to meet the needs of all involved. It will provide the hospitals with a group of qualified job applicants. It will provide the college with students who are interested and knowledgeable in their area of study. It will allow students to actively explore a career interest while they improve their basic academic skills. Most important, it links employers in a growth industry with a population seriously in need of jobs and provides the individuals the education they need to take advantage of near-by employment opportunities.

A planning consortium has met bimonthly to work with the DuSable team of teachers, administrators, and project consultant that has been developing the core curriculum. The consortium is comprised of industry representatives from the three participating hospitals; deans from Malcolm X and the Illinois Institute of Technology; community representatives from local churches, the Boys and Girls Club, the local school council; a representative from Chicago United; and one from the Chicago Cluster Initiative.

The Medical Technician Training Program is designed to work with children from the seventh grade through the first two years of college. It will gradually introduce the students in greater and greater detail and job specificity to the possibilities and opportunities available, while ensuring the acquisition of the basic reading and math skills needed for any career.

BACKGROUND

DuSable High School is located by the Robert Taylor Homes, public housing managed by the Chicago Housing Authority. It thus serves students from economically, socially, and educationally disadvantaged backgrounds. Under the leadership of Mr. Charles Mingo, the high school is developing programs to improve the academic and career education offered the students. The Medical Technician Training Program is fortunate to be developing within a school environment supportive of efforts to improve the students' chances of developing a meaningful career.

The opportunities for employment and post-secondary education have been virtually nonexistent for many in the community. With an unemployment rate of 70%, students have few working-adult role models, are aware of even fewer geographically proximate jobs, and have no natural linkage with less approximate job possibilities .

Ironically, the community is well-situated for individuals interested in health related careers. Three hospitals are near the community served by DuSable High School. The Cook County/Provident Hospital, scheduled to reopen in 1993, will need 400 new medical technicians in various specialties. The University of Chicago Hospitals and Humana/Michael Reese Hospital currently employ over 1,500 such technicians and paraprofessionals with attrition rates of more than 10%.

The need for good, well-trained employees is not limited to these hospitals. With an aging population and continued efforts to keep health costs down, projections are consistently bright for all aspects of the allied health industry. For example, medical assisting is projected to grow 70% between 1988 and 2000. In the same period, the need for home health aids is expected to grow 68%, radiographers by 62%, and medical records technicians by 60%.

To take advantage of both the immediate needs of the hospitals and the students as well as to prepare the students for long-term career possibilities, DuSable High School has been working with the three hospitals and the Chicago City Colleges to establish a medical technician training program that will meet the hospitals' need for qualified medical technicians and assistants while preparing students for meaningful careers.

PROGRAM OVERVIEW

The Medical Technician Training Program has as its primary goal the preparation of interested high school students so that they can take advantage of easily accessible career opportunities in the growing allied health field. To this end, the program focuses on career awareness and the provision of fundamental skills necessary for any career. Secondary goals include a positive impact on the students' desire to stay in high school and to continue their education for appropriate additional training.

The medical technician training program will eventually extend from the-seventh grade through the second year of college. In this first period of planning, the focus has been on developing the ninth, tenth, and eleventh grade curriculum. The first two years will focus on basic academic skills in math, reading, and science, as well as an introduction to the allied health field. By initiating the program early in the students' education, we will ensure their understanding of the link between education and career opportunities, provide them with the basic skills needed for any job, introduce them to the fundamentals of a health career, and ensure a qualified supply of medical technicians and assistants from a population in need of career options.

MTTP
Introduction

Seventh and Eighth Grades

Objectives:
- introduce students to the variety of career possibilities that exist
- show students the paths individuals have taken to reach their career objectives
- create links between these students and 9th and 10th graders in the program
- improve study skills
- introduce students to the Med Tech teachers
- create a supportive and fun environment

Using the existing structure established by the Chicago Cluster Initiative that brings students from the feeder elementary schools to DuSable High School after school, the Med Tech Program will sponsor a monthly series for interested seventh and eighth graders. Individuals from a variety of racial and ethnic backgrounds who came from poorer communities will discuss their careers and how they attained them. With these informal discussions, we hope to start addressing one of the major effects of their social isolation: a lack of awareness of career options and of career paths. By having speakers originally from poor backgrounds, we hope to show them that they too can take the steps necessary to acquire the pertinent skills. By having people from a variety of racial and ethnic groups speak, we hope to show students that they are not alone.

Med Tech teachers will host these monthly talks so that the 7th and 8th grade students begin to know who they are and feel comfortable with them. They will also be responsible for providing refreshments for a social aspect of the meeting following the discussion. This should help those students who they enter the Med Tech Program feel more comfortable since they will have already established a relationship with the program.

Starting in January, interested 9th and 10th graders will tutor interested 7th and 8th graders on study skills. The 9th and 10th graders will have gone through a program to improve their own study skills and will be encouraged to help the elementary school students. This should help the older students' sense of self, improve the younger students' study skills and strengthen their relationship with the program.

High School

Objectives:
- have students understand the connection between what they are learning and career interests
- bring reading and math skills up to grade level
- introduction to the allied health field with beginning specialization according to interest
- creation by each student of a portfolio of competencies
- enable students to either pursue additional training without needing remediation or get a job within the health field
- create a supportive environment for the students

Students in the Med Tech Program will be clustered together in most of their other classes as well in the Med Tech sequence. This will allow the teachers to alter slightly their normal curriculum to meet the needs and interests of these students and to reinforce what is being taught in the Med Tech core. For example, reading selections in English might have a slightly more medical or health orientation than would normally be the case. Math problems may be more oriented toward practical health problems. The Med Tech core curriculum will similarly highlight and reinforce what is being taught in the other classes. The essential schools format will facilitate the cooperation and coordination among teachers.

Math and English teachers in particular will also be encouraged to focus on the teaching of those basic skills that their students most lack. The students will be unemployable if they lack the basic ability to read instructions or patient charts, read charts and tables, understand decimals and percents, add, subtract, multiply, and divide, etc. Students will also take advantage of the Precollegiate Institute at Malcolm X College in the summer between 10th and 11th grade. They will receive instruction in any of the basic reading and math skills that they continue to be weak in and will begin to strengthen their critical thinking skills. High School teachers will have been trained in the methods utilized by the Precollegiate Institute and will, as appropriate, use them in their own classrooms as they focus on remediation.

After the tenth grade, the focus will shift from basic skills and remediation to the development of critical thinking and problem solving skills, increasingly important skills in all work environments. The Med Tech core curriculum becomes more specialized after the tenth grade. Students will begin to learn practical skills and have on-site experiences within a health care setting.

The Med Tech curriculum is designed to introduce the students to the variety of careers possible within the allied health field. The coursework will be supplemented in the ninth grade by monthly in-class visits by individuals in various subspecialties. In the tenth grade, students will visit a variety of health-care providers and acquire some understanding of the different settings within which health care workers are situated. In eleventh grade, students will have the opportunity to choose to specialize either in medical lab work or in more direct patient-oriented care. Coursework will start to focus on one or the other and students will be placed through volunteer practicums in one of the participating hospitals. In twelfth grade the specialization will continue in both coursework and work-study practicums.

Each student will develop a portfolio of competencies that accurately reflects the skills acquired, knowledge internalized, and experience gained throughout his/her high school education. This portfolio ought to do two things. First, it will provide the student with a clear and unambiguous record of his/her accomplishments. The student will be able to track his/her accomplishments which should strengthen a sense of competency and responsibility. Second, it will provide a prospective employer or college with well-documented information on the students practical background and capabilities. This should help both the prospective employer or college more accurately evaluate the student.

Because the students will be moving through most of their classes as a block and will have many of the same teachers, the opportunity exists to create a supportive environment for each student that will help encourage him/her to complete the program. One of the teachers will assume responsibilities as in-house coordinator and, among other things, will be responsible for working closely with the students, bringing counselors and parents in as needed or appropriate.

Ninth Grade: Health Exploration

Objectives:
- general introduction to the variety of career opportunities within the allied health field
- meeting individuals working in some of those fields
- math and reading remediation, beginning understanding of why these skills are important for a job
- beginning familiarity with computers

Students will begin to understand that there are many more career options in health than doctor or nurse and they will start to understand the various routes of entering a health-related career path. They will also start to realize that can acquire the skills and knowledge necessary to prepare them for such a career.

Tenth Grade: Discovery and Observation

Objectives:
- develop an understanding of the various components and dimensions of human health and well-being
- introduce concepts of professional standards, required behaviors, on-the-job ethics, etc.
- visit a variety of different health care settings
- improve study skills
- continue math and reading remediation as needed

Students will begin to understand the various dimensions of well-being and how health-care workers can assess well-being and successfully intervene to restore well-being. As much as possible, students will be asked to deal with possible real life situations. They will be asked to develop reasonable strategies to deal with complex situations and to be prepared to analyze why some strategies are more effective than others.

Eleventh Grade: Skills Development and Experience

Objectives:
- allow for initial pursuit of specialized interest either in medical laboratory skills or in more general patient-oriented care
- volunteer experience at one of the participating hospitals
- continue to deal with issues related to on-the-job behavior, ethics, professional standards, etc.

Students will have spent their summer at Malcolm X College participating in the PreCollegiate Institute and taking a course taught by Malcolm X faculty, Introduction to the Health Sciences. Most of this year's students will have already taken courses in the currently existing Medical Assisting curriculum. Their program will blend their existing training with some of the broader education provided by the Med Tech Program. Students will have the opportunity to begin to understand what it actually means to work in a health care facility. They will be asked to specialize either in lab procedures or in patient-oriented care. They will have an opportunity both to learn about these possible career paths in some depth, learn basic skills needed in either one, and observe what such positions entail.

PLANNING PHASE II

Over the next twelve months, the planning consortium will evaluate the initial implementation of the program design and plan the second phase, focusing on the twelfth grade curriculum and practicum. It is in relation to the latter that the development of the community health care outreach workers to pregnant teenagers will occur. Additional attention will be given to the eleventh grade curriculum to ensure its evolution to meet the needs of students who will have started in the Med Tech Program.

DUSABLE HIGH SCHOOL

MED. TECH PROGRAM — CORE CURRICULUMS

GRADE 9 - HEALTH EXPLORATION

SEMESTER I		SEMESTER II	
Med Tech I	- Part A	Med Tech I	- Part B
Careers Component		Careers Component	
Math Component		Math Component	
Biology	- Part A	Biology	- Part B
Algebra	- Part A	Algebra	- Part B
English I	- Part A	English I	- Part B
Soc Studies I	- Part A	Soc Studies I	- Part B
Gym/ROTC I	- Part A	Gym/ROTC I	- Part B
Art	- Part A	Art	- Part B

GRADE 10 - DISCOVERY AND OBSERVATON

SEMESTER I		SEMESTER II	
Med Tech II	- Part A	Med Tech II	- Part B
Careers Component		Careers Component	
Math Component		Math Component	
Chemistry	- Part A	Chemistry	- Part B
Geometry	- Part A	Geometry	- Part B
English II	- Part A	English II	- Part B
Soc Studies II	- Part A	Soc Studies II	- Part B
Gym/ROTC II	- Part A	Gym/ROTC II	- Part B
Music	- Part A	Music	- Part B

GRADE 11 - SKILLS DEVELOPMENT AND EXPERIENCE

SEMESTER I		SEMESTER II	
Med Tech III	- Part A	Med Tech III	- Part B
Careers Component		Careers Component	
Voluntary Practicum		Voluntary practicum	
Physics	- Part A	Physics	- Part B
Alg/Trig	- Part A	Alg/Trig	- Part B
English III	- Part A	English III	- Part B
Foreign Lang. I	- Part A	Foreign Lang. I	- Part B
Gym/ROTC III	- Part A	Gym/ROTC III	- Part B

GRADE 12 - SPECIALIZATION AND WORK-STUDY

SEMESTER I		SEMESTER II	
Med Tech IV	- Part A	Med Tech IV	- Part B
Careers Component		Careers Component	
Work Study Practicum		Work-Study Practicum	
A.P. Biology	- Part A	A.P. Biology	- Part B
English IV	- Part A	English IV	- Part B
Foreign Lang. II	- Part A	Foreign Lang. II	- Part B
Gym/ROTC IV	- Part A	Gym/ROTC IV	- Part B

CHICAGO PUBLIC SCHOOLS/CITY COLLEGES OF CHICAGO
TECH PREP ARTICULATION AGREEMENT

This signed agreement must be submitted with your proposal in order to qualify for grant consideration. Secondary schools may articulate with more than one City College of Chicago or Washburne Trade School Tech Prep program. However, a separate articulation agreement must be submitted for each secondary/post secondary collaboration.

The institutations listed below are committed to developing and implementing a secondary/postsecondary Tech Prep program in the following program area: MEDICAL LAB TECHNICIAN.

We (the secondary institution) seek to enroll, or have already enrolled, our first group of students as of the following date: 6/22/92.

George H Eddings
Principal -- Secondary

Name of Secondary School

May 29, 1992
Date of Signing

Diane D Campbell
President -- Postsecondary

Malcolm X College
Name of Postsecondary School

June 23/1992
Date of Signing

RECEIVED JUN 18 1992

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Principal -- Secondary

President -- Postsecondary

DUSABLE HIGH SCHOOL
Name of Secondary School

Malcolm X College
Name of Postsecondary School

6/16/92
Date of Signing

June 23, 1992
Date of Signing